**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 6 Week 3**

**Story Title- “Talking Walls: Art for the People”**

**Monday** COS 3.2, 3.3, 3.4 Obj. SW- Build vocabulary by finding words related to lesson concepts; distinguish between statements of fact & opinion; use glossary to define unfamiliar words; associate the common syllables tion, sion, & ture with the letters that spell them.

**WHOLE GROUP-** 1)Daily Questions: Why is freedom of expression important? 2)Listen to read aloud “Indescribably Arabella” TE pg 332l; Fluency Purpose- Model Reading for Accuracy 3)Read/discuss skill pgs 332-333 4)Create a graphic organizer as a visual from pg 332 to complete while reading “Paint” orally 5)Review Vocabulary Words using educational website on Active Board, voc. cards, & pg 334-335

**SMALL GROUP-** Cause/Effect & Graphic Organizer Wkbk Pg 123

**CPA’S** 1)Daily Question (in a complete sentence) 2)Voc Wkbk Pg 124 3)Missed Spelling 3x’s Each 4)Voc Folder 4)Cursive 5)AR/I-Pads

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 123-124; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 124- Daily Grade

**Statement of Student Engagement-** Students will activate prior knowledge about a topic to review statements of fact/opinions.

**Tuesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: What does it mean to have freedom of artistic expression? 2)Read/discuss voc pg 334-335 3)Phonics Talk TE 353i 4)Discuss genre: A Photo Essay & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: A Different Drawing; A Whole World in One City; The Huge Paintings of Thomas Hart Benton- Complete Reader Response w/teacher

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 127-128 3)Spelling- Wkbk Pgs 129-130 4)Voc Folders 5)Cursive 6)Reread Weekly Story to Self 7)AR/I-Pads

**Materials:** Post It Notes; Textbook; Wkbk Pgs 127-128; Wkbk Pgs 129-130; Highligters; Voc Folders

**Evaluation-** Wkbk Pgs 127-130- Daily Grade

**Statement of Student Engagement-** Students will distinguish between fact/opinion to improve comprehension using weekly story.

**Wednesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: Why would a community want a mural? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Teacher will use Reader Response Questions at the end of the weekly story.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Spelling Choice 5)Cursive 6)Voc Folders

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt- Daily Grade

**Statement of Student Engagement-** Students will complete comprehension questions from the story in a scavenger hunt.

**Thursday** COS 3.2, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Poetry: Nathaniel’s Rap- pgs 352-353

**CPA’S** 1)Cursive 2)AR/I-Pads

**Materials:** Sequence Retelling Cards; Selection Test

**Evaluation-** Selection Test- Test Grade/Voc Folders- Daily Grade

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page & as Teacher models/writes them 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will conference with teacher in small groups to review “graded” weekly test. Students will be progressed monitored by teacher to check for fluency progression for 1-minute on a passage.